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ORGANIZATIONAL STRUCTURE OF SCHOOLS AND ITS RELATIONSHIP TO TEACHERS' PSYCHOLOGICAL, SOCIOLOGICAL, AND EDUCATIONAL ROLE ORIENTATION.

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THE ORGANIZATIONAL AND RELATED DYNAMICS OF THE SCHOOL AND THEIR EFFECT UPON THE TEACHER'S THINKING, ATTITUDES, AND BEHAVIOR ARE STUDIED. THESE THEORETICAL ORGANIZATION MODELS ARE DISCUSSED--(1) THE AUTHORITARIAN, (2) THE RATIONALISTIC, AND (3) THE HUMANISTIC. MIXED MODEL TYPES STUDIED WERE--THE AUTHORITARIAN-RATIONALISTIC (AR) AND THE RATIONALISTIC-HUMANISTIC (RH). CHOSEN BY TWO SETS OF THREE INDEPENDENT JUDGES FOR ONE STUDY WERE 33 SCHOOLS, 15 AR AND 18 RH TYPES. FROM THESE SCHOOLS, 726 ELEMENTARY TEACHERS RESPONDED TO THE EVALUATION MODALITY TEST (EMT), THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), AND THE TEACHER PRACTICE QUESTIONNAIRE (TPW). A TOTAL OF 10 DEPENDENT VARIABLES FROM THE THREE TESTS WERE EXAMINED FOR DIFFERENCES BETWEEN THE TEACHERS FROM THE TWO TYPES OF SCHOOLS. ALL 10 DEPENDENT VARIABLES SUPPORTED THE HYPOTHESIS THAT ORGANIZATIONAL STRUCTURE AND RELATED DYNAMICS OF A SCHOOL HAVE A SIGNIFICANT RELATIONSHIP TO CERTAIN SOCIAL PSYCHOLOGICAL CHARACTERISTICS OF ITS TEACHERS. AR SCHOOL TEACHERS SHOWED HIGHER MEAN SCORES FOR MORALIST AND REALIST ETHICAL VALUATION MODES, TOTAL INTENSITY OF ETHICAL VALUATION (EMT), AND ADVICE-GIVER, DISCIPLINARIAN, REFERRER, AND MOTIVATOR TEACHER-ROLE ORIENTATION OF THE TPQ. RH SCHOOL TEACHERS ATTAINED HIGHER MEANS SCORES FOR THE INDIVIDUALIST MODE OF ETHICAL VALUATION (EMT), THE MTAI, AND THE COUNSELOR-TEACHER ROLE ORIENTATION OF THE TPQ. IMPLICATIONS AND LIMITATIONS OF THE STUDY ARE DISCUSSED. (PS)

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There was a Door to which I found no Key:
There was a Veil past which I could not see

Omar Khayyam
Edward Fitzgerald, transl.

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INTRODUCTION

Members of our society participate in a great variety of formal and informal organizations. Their daily life is predominantly organizational life.(1) Consequently, an organization, its goals and structure, is believed to have a significant influence upon its members and their lives. This belief has been particularly espoused by the people in industry, business, government and military as can be judged by a large number of publications dealing with a great variety of questions related to organizations, their structure, dynamics, and their influence upon lives of human beings who participate in their activities.

Schools, too, can be examined in a similar way and the information thus obtained may provide us with knowledge and understanding of the process of schooling and in turn help us to obtain the results we expect from this process. This study is based upon the assumption that we have examined different parts of the process of schooling such as curriculum, scheduling, methods of teaching, materials, teacher retraining and remedial programs and have seldom looked into the relationship existing between human beings and the institution as a possible area of manipulation.

An analysis of the relationship between the teachers' characteristic patterns of behavior and the institutional setting within which they work can provide valuable insight into the nature of schooling and the complexity of the interacting networks of individuals and institutions. The writer is primarily interested in how teachers think, feel and behave, and why they think, feel and behave the way they do. Specifically, he is interested in whether there is a relationship between school's organizational structure and teacher's way of thinking, feeling and behaving. From many years of experience as a student and as a teacher in public schools, and from many years of study of school related problems, this writer has made some observations which suggest that knowledge about such a relationship may indeed be necessary to improve schooling. It was observed that there seem to be greater differences among teachers between schools than among the teachers of the same school.

Three possibilities concerning explanation of the above observation arise: (1) the administration of a school tends to contract teachers with similar characteristics; (2) a school with certain characteristics attracts similar teachers; (3) a school influences its teachers to acquire similar characteristics. It is expected that some combination of the above three possibilities is responsible for the presence of any one teacher at a particular school.

To pursue the observation analytically, it is necessary to define what is meant by "similarity." For this purpose, schools are analyzed into discretely structured organizations. Two schools are said here to be "similar" if they have the same organizational structure. Two teachers are here said to have "similar characteristics" if there is strong agreement between their answers to the questionnaires used in this study relating to psychological motives underlying their valuative behavior and their attitude to certain school related problems. Within this analytical framework, the observation is modified to read: Teachers from schools with given organizational structure have "similar characteristics."

This study was conducted in three steps. First, the literature dealing with organizations and their characteristics was reviewed. On this basis three organizational models relating to the structure and dynamics of organizations were proposed. Second, the three models thus proposed were examined in terms of schools which were available to this writer for study. In the light of the discussion developed in the first step and the experience in the second, a two-model scheme was adopted in order to fit the available schools. Third, an empirical study was conducted in order to examine the two types and to ascertain the extent of relationships between schools' organizational structure and teachers' psychological, sociological and educational-role characteristics.

CHAPTER I

THE THREE ORGANIZATIONAL MODELS

In order to examine the relationship between schools' organizational structure and teachers' characteristics, it is necessary to examine the nature of schools and to identify their characteristics in the hope that schools can then be classified accordingly. An examination of the literature revealed that there is a large number of publications dealing with a great variety of questions related to organizations, their structure, dynamics, and human activities. Surveys of such literature are available in the writings of Waldo (1948), Agryris (1957), March and Simon (1958), Haire (1959), Etzioni (1961), Peabody (1964), and Presthus (1965). During the examination of the literature no studies pertaining to organizational structure of schools were noticed. Thus, the following three models were developed with regard to organizations in general and then, in step two, applied to schools.

The following three models are here offered as one way of looking at organizations: they are meant to exhibit how this study developed. They are not necessarily representative of all organizational reality. They are based upon the common value patterns found in individuals in Western cultures, and are utilized here because of the predicted relationship of organizational structure to the value patterns of their members.(2)

A. The Characteristics of an Organization

It seems that organization always involves a group of people working together, or individually, toward some professed purpose. There are at least two major concerns in any organization: the individual and the collective. In the words of Bakke and Argyris,

> The assumption is made that men have needs to fulfill and goals to achieve and that in some cases, perhaps in most cases, this cannot be done unless they join others and pool their abilities and energies. . . .(3)

In this way people ". . .create organizations and then permit themselves to be coerced by those organizations into behaving in a specific manner."(4) The individual's concerns usually are involved with the maintenance, development, expression, and realization of his conception of himself. The individual member will seek to use every thing and person, especially the organization and its resources for his purpose. Thus, the individual member will seek to make the organization an "agency" for the realization of his individual goals.(5) Consequently, it is reasonable to expect that unless its members are minimally satisfied, the organization will cease to exist.(6)

On the other hand, an organization has its "collective" goals which usually have to do with growth in size, self-perpetuation, growth in power over its members and non-members, carrying out the organizational tasks, increasing task specialization, effective and efficient goal realization, and security and satisfaction of its members. Similarly, an organization will also seek to use every thing and person, especially the members and their resources, for its purpose. It will seek to make "agents" out of its members for realization of its goals.(7)

As was pointed out above, every organization has its "collective" goals. Some of these goals appear to be major factors which are common to all organizations. Thus, it can be said that every organization has a structure, process, and end-product.

The structure of an organization is basically a question of who does what. It is a power, status, or role relationship of one member to another which tells who governs or orders, and who obeys or carries out the orders. In C. Wright Mills' words, it is ". . .a system of roles graded by authority."(8) It determines who is in authority, how much power he exercises and over whom, and who makes decisions concerning the goals, methods, materials, rewards and punishments. Thus, the structure of an organization determines the social distance between, or prestige of, the positions in an organization and controls its flexibility or member mobility within its ranks.

The process of an organization is basically a question of how the organizational tasks are to be carried out. It is a process of elaboration of methods and skills for the attainment of goals. Competence, effectiveness and efficiency are the main concerns of the process. The first refers to the competence of expertness of the members, the second to the degree to which the process realizes organizational goals, and the third to the cost at which the goals were attained. Thus, the process of an organization is an ends-means relationship.

A concern for the end-product of the organizational activities is basically a question of who gets what, when and how. It is a process of elaboration and distribution of rewards among the members. Thus, the end-product of organizational activities has psychological significance for the members of an organization.

It appears that every organization concerns itself with these three major factors. The degree to which it concerns itself with any one of the three may vary from one organization to another. It seems to this writer that the factor upon which an organization focuses its greatest attention is a primary determinant of the differences existing among organizations. From this impression the following three organization models were proposed: the authoritarian, rationalistic, and humanistic.

The three models are not proposed as pure types; it is expected that an authoritarian organization, although its primary concern is power relationship among its members, will show concern for efficient means-ends relationships and concern for individual members' needs. The intensity of these concerns may vary, however, from one authoritarian organization to another. Similarly, it is expected that a rationalistic organization, although its primary concern is competence and skill of members, effective and efficient means of goal attainment, will display concern for the power relationship among its members and for its members' needs. In the humanistic organization, on the other hand, it is expected that there will be secondary concern with either power or means-ends relationships since its primary concern is realization of its members' individual goals.

B. The Authoritarian Organization

Three kinds of authority are relevant here; 1) the authority of one or several men; 2) the authority of the majority; and 3) the authority of a principle. Although the three kinds of authority have a similar power structure, they differ in the basis upon which those in authority hold their positions. Authority is usually based on the existence of "faith" in the members in either the spiritual, moral, intellectual, or physical superiority of the man or men in authority, or of the righteousness of the majority, or of the soundness of a principle.

All three kinds of authoritarian organizations are expected to have a highly developed power structure (a hierarchy) and well defined areas of jurisdiction. The structure of these organizations can be graphically presented by a pyramid with a wide base of general population, having little or no power over others, and the smallest number of people having the greatest power over the greatest number of people at the top of the structure. Examples of the authoritarian organization can be found in both the past and the present. The feudal society and the Roman Catholic Church exemplifies the first kind of authority of the past and the present. The extreme example of this kind of authority is the dictatorship, in which one person at the apex has absolute power, while those below have little or no power.

The so-called "democratic" government is an example of the authority of the majority, while the caste system of India may be considered an example of the authority of principle, since the caste system is largely based upon the "faith" of the members in the principle of predestination.

C. The Rationalistic Organization

The goal of the rationalistic organization determines its structure. Its goal is the attainment of rational means to economic ends, i.e., the attainment of some economic goal in the shortest time at minimum cost and minimum waste. Thus, the decision-makers of a rationalistic organization hold their positions primarily because the members of the organization have "faith" or evidence that these people are competent, efficient, and effective means toward the greater end. C. Wright Mills calls these decision-makers the "Power Elite."(9) The prime example of the rationalistic organization is the modern American corporation.

D. The Humanistic Organization

The humanistic organization is structured so that there is no central decision-making body. Decisions are made by each individual as they pertain to his own individual matters and relationships with others. All human relationships are ordinated, and each member of the organization is both a leader and a follower. This is because the humanistic organization is based upon the "faith" that man is a human being with the capacities for feeling and thinking, which make him similar to other men and different from animals. Each man has a set of physical, emotional, intellectual, and social characteristics, the unique combination of which constitute his personality and distinguish him from his fellow men. Thus, it is believed, he is the only authority pertaining to his concerns and needs; no other authority is imposed upon him by the organization.

This form of organization is still rare in our society. Its examples display a mixture rather than a pure form of the humanistic organization. A possible example may exist in international intellectual forums or professional organizations in which members are mainly autonomous.

E. Additional Comments Concerning the Three Models

It was pointed out earlier that the three types of organizations discussed here are conceptual tools and thus may not be found in pure form. Both the authoritarian and rationalistic organizations exhibit a pyramid structure. Such a structure is not, however associated with the humanistic organization. It is also necessary to note that although the "power elite" of the rationalistic organization occupies a kind of apex within the organization, the "faith" of the members is that there is no one dictator who can become more important than the end goal. It is certainly possible that a dictatorship-type authority can develop in a rationalistic organization. Then, it is no longer a rationalistic organization, but pseudo-rationalistic; it is rationalistic only in its formal structure, but authoritarian in practice. One other important factor common to all three organizations is the "faith" of the individual members upon which the authority of each seem to depend for its institution. The cooperation of members with the demands of the organization of which they are part largely depends upon this "faith" and the satisfaction which they receive from the end-products of the organizational activities. These satisfactions, however, do not have to be real, they can be illusory.

In the next section the above three models will be compared and contrasted with one other model which was found in the literature to resemble them to some degree. This model was proposed by Amitai Etzioni (1961).

F. Comparison to the Three Etzioni Models

The three value theory models proposed here display certain similarities to at least one example available in literature. Etzioni (1961) proposed three models of authority--coercive, utilitarian and normative--in an attempt to provide a basis for classifying all kinds of organizations which are in existence.(10) The type of power which the organization uses and the type of involvement which members have with the organization are his basic factors for classification. Three types of member-involvement are suggested by Etzioni: alienative, calculative, and moral.

Only one model, the rationalistic, proposed in this thesis is identical to one of the three proposed by Etzioni. Both, the rationalistic and Etzioni's "normative" are also similar to that of legal-rational proposed by Max Weber (11) in that they attempt to elicit members' involvement through the exchange of economic rewards.

The authoritarian model proposed here is similar to Etzioni's coercive authority only in a narrow sense. The authoritarian organization is more inclusive, it includes both the coercive and the persuasive type of authority. Also, Etzioni's model does not have a place for the authority based on the rule of the majority which may have coercive and yet non-alienative character.

The humanistic model of this study does not fit Etzioni's "normative authority" since the humanistic organization is not based upon some moral principle, and since members value the organization only to the extent it enables them to realize their individual goals. Etzioni's "normative authority" is more similar to the "authority of the principle" proposed in this study as one of the three kinds of authoritarian organization. Thus, religious organizations, political organizations, hospitals and colleges and universities can be, and often are, coercive or rationalistic in character.

Comparison of the research model in this study with that of Etzioni's illustrates that the present model is feasible and sensible in terms of available thought in the field of organizational theory. Though based upon value theory it apparently can account for many of the distinctions found in organizational theory and may add potential insights to that field of inquiry.

CHAPTER II

THE THREE SCHOOL MODELS

Introduction

When given the above background of thinking about organizations, one may look at schools and their organizational structure in these terms and classify them as belonging to either predominantly authoritarian, rationalistic, or humanistic.

A. The Characteristics of a School

Every school, as any other organization, has an administrative staff, a task to perform, and members to look after. Thus, every school will be concerned to some extent with decision-making (authority), task accomplishment (process) and its members (end-product). The degree to which it concerns itself with each of these factors may differ from one school to another.

It is suggested here that in some schools concern over decision-making or authority may be greater than the concern over the effectiveness and efficiency of the process of schooling and greater than the concern for pupils. In some schools a concern over the effectiveness and efficiency of means of teaching and in others a concern over the development of individual pupil potential for his own purposes may predominate. Depending upon its predominant value pattern school organizations may be classified as being predominantly authoritarian, rationalistic, or humanistic.

The characteristics of the three hypothetical schools are presented below and were used as a guide for selection of schools in the empirical respects of this study.

B. The Authoritarian School

In the authoritarian school we would expect to find centralized authority placed in the hands of one or several men. The authorities of a "strong" superintendent or a resolute school board are examples of such authority in schools. "Strong" here means that such a person or persons easily can, and often do, coerce subordinates to obey decisions without questioning, even when the subordinates think these decisions to be illogical or ridiculous. The authority is the one who decides about the following matters concerning schools in his district:

1. philosophy for schools to follow,
2. employment and its termination,
3. assignment of duties and manner of carrying them out,
4. rules and regulations concerning conduct,
5. use of materials and instruments,
6. curriculum scope and sequence, time schedule, methods, techniques and procedures, and
7. texts and materials.

Authoritarian schools will exhibit a philosophy having a predominant concern for development in pupils' attitudes, particularly those related to the respect for authority, loyalty, strict obedience of superiors and compliance with their orders, rules and regulations.

Frequent official inspections and visitations with accompanied ceremonies may characterize these schools. A greater stress is placed upon learning of proper behaviors than other skills. Strict disciplinary measures for violation of school rules and frequent publicly proclaimed praises and symbolic awards are provided for exemplary behavior. Authoritarian schools will make available little or no opportunity for exploration of new goals, methods, and materials.

Classroom practices will exhibit uniformity throughout the school and the system. The curriculum is organized in a traditional and most common way. The subject matter is set before the class for acquisition through drill or other rote memory methods prevailing in short unrelated periods of time. The drill method is often defended on the grounds that although it may not be the most effective and efficient technique for acquisition of knowledge it is a good way to learn self-discipline and control--two important outcomes of these schools. The curriculum is oriented to the past, usually reflecting a conservative orientation of those in authority.

Discipline and obedience are usually demanded on the grounds of moral obligation to those in authority; thus, moralizing is one of the motivational techniques used by authoritarian schools and a heavy reliance upon grades and other symbolic awards is another.

The teachers in these schools usually lecture, assign tasks, supervise and direct pupils in their activities, reprimand and reward them. Thus, they will tend to be moralistic, with a referrer and disciplinarian role orientation.

Some academies and parochial schools are perhaps good examples of authoritarian schools. The well known Amidon Elementary School of Washington, D. C., is another example of this type of school.

C. The Rationalistic School

Just as rationalistic organization is concerned primarily with the competence of its members, and their effectiveness and efficiency in performance of the organizational tasks so is the rationalistic school. Competence, effectiveness and efficiency are perhaps factors of its greatest concern.

This type of school is perhaps most common in the United States and particularly in large metropolitan areas consisting of large school systems. They usually can be identified by an elaborate chain of command consisting of members of the school board and its chairman, the superintendent, the associate superintendent, the assistant superintendent for personnel, the assistant superintendent for curriculum, for elementary education, for secondary education, a large number of other kinds of consultants and advisors, administration and subject field specialists and supervisors, curriculum coordinators, research directors, public relations directors; a great number of principals, assistant principals, counselors, psychologists, psychiatrists, medical personnel, special teachers, and classroom teachers.

There are formalized and elaborate policies of personnel recruitment, control, and promotion. This is well exemplified by the formality and elaboratedness of the screening process of applicants for positions in the school system such as New York City's.(12)

Each position in the chain of command has a definitely prescribed area of operation and jurisdiction, and proper channels of communication. No one person makes all or most of the significant decisions. Decisions about

1. philosophy,
2. employment and its termination,
3. assignment of duties and manner of carrying them out,
4. rules and regulations concerning conduct,
5. use of materials and instruments,
6. curriculum scope and sequence time schedule, methods, techniques and procedures, and
7. texts and materials

are made by those near the top of the chain whom C. Wright Mills calls "power elite."(13) These decisions are usually made at conferences in a rational manner, i.e., with a primary focus on competence, effectiveness and efficiency, and once established, decisions are incorporated into the system as guiding policies for those on different positions in the chain. Policies are seen as rules of operation and violation of them is perceived as a sin against efficiency rather than a challenge to authority;--this constitutes one of the basic differences between the authoritarian and rationalistic organizations.

Other distinctive differences between the two organizations are: 1) impersonal relations in dealing with the members, 2) consistency in rules and actions, 3) application of rules to all members (though not necessarily the same set of rules for all)--in the rationalistic organizations, and 4) arbitrariness of decisions in the authoritarian.

The rationalistic schools will exhibit philosophy predominantly concerned for the development in pupils technological skills and a high degree of expertise in one particular area. An ability to adjust to changing environmental conditions, a respect for rules and regulations, and adherence to the established chain of command and channels of communication will also be highly valued.

A school of this type may to certain degree resemble a factory where students are primarily "processed" through a routine sequence to assure a certain final product. "Bad" products are put through a remediation process minimizing thus waste. It is characterized by a well developed set of rules and regulations for all activities in the school. Violations, competent and incompetent behaviors are punished and rewarded not according to one person's decision but primarily on the basis of some pre-established scale which is known to all in the school. Schools of this type will often claim that almost any goal, method, instrument, material, or behavior has a chance of being adopted if it has passed through the appropriate channels of decision and been approved.

Classroom practices may exhibit uniformity in a school. However, this is not necessarily true for all the schools in the same system; some schools may adopt what is thought to be the most efficient process for their own particular conditions. The curriculum is organized logically around the elements, concepts and skills of each subject field and presented in a logical sequence. A stimulus-response-reinforcement sequence of learning with some concern for problem-solving will tend to predominate in these schools. Curriculum and method guides may be used to acquaint teachers with what is currently thought to be the most effective and efficient teaching-learning sequence of skills. To ascertain that the results are being attained and in most efficient manner, frequent testing and evaluation sessions are held. A considerable amount of paper work in forms of reports on plans, activities carried out, results obtained, evaluation, projection, and recommendations is being done periodically by most of the personnel. Sometimes charts of achievement and rate charts are displayed on school bulletin boards. Active research for more efficient methods and instruments will also characterize these schools.

In rationalistic schools present and mostly future-time orientation will prevail. This will be applied as a motivational technique in which students are presently rewarded for their achievements through various methods such as publication of the results in the school, school system or the community and by frequent reminder of the teaching and other personnel about the economic and financial gains pupils will attain in the future if they continue this high rate of attainment.

Teachers of rationalistic schools will tend to be realistic and assume a role of an expert or advice/information-giver and motivator.

D. The Humanistic School

The humanistic school may have a formal structure with someone at the head of the school and a committee of advisors or counselors. It may resemble in structure a simplified form of a rationalistic school. School will primarily be managed by the efforts of a total staff or a committee appointed by the staff which recommends modes of action after research and deliberation. The recommendation is not binding and is offered as an alternative to choose from. A personnel evaluation committee will contract and dismiss teachers and other school personnel. It is expected that the action of this committee is seldom drastic, since individuals who feel incompetent under such conditions will seek termination of their employment with such a school and seek a more favorable situation rather than persist till dismissal. At times, however, it may be necessary for the committee to insist upon resignation of a person who cannot come to such a decision himself.

In general, humanistic schools are recognized by some combination of the following characteristics:

1. The philosophy of humanistic schools exhibit a predominant concern for the development of individual pupil potentiality. Schools of this type, then, will teach their pupils respect for the individual human being and his right of being different. A humanistic school will not only respect individual differences among pupils, it will actually promote their development and will tend to capitalize on them.

2. Rules and regulations concerning conduct are often established in cooperation with pupils and held at the minimum, or they are left to the individual pupil's "good judgment."

3. Positions in humanistic schools are ordinated. All positions, however, are responsible to different committees which are composed of teachers and administrators and are established on basis of rotation. These committees may assign duties but the manner of carrying them out is usually left to the individuals concerned.

4. The curriculum scope and sequence, time schedule and method of attainment are usually left to the individual pupils and teachers and their particular needs and interests at the particular time. There is some structure, however, within the total school regarding curriculum. During any one day there are lectures, discussions, exhibits, demonstrations, experiments, shows and plays being offered to the student body for their individual consideration of participation in any one of these activities. Children decide individually in what activity and when they will actively or as audience or spectators participate. They are usually free to leave or discontinue one activity and go to another at any time.

5. According to the school's philosophy texts and material of a great variety are provided to suit as many individual interests and abilities among students as possible.

6. At the end of each school day, week or term students are asked to spend some time to think back and evaluate themselves and their activities during that period according to their own interests, wishes, desires, and expectations. There are no established awards or punishments. Occasionally, however, pupils who interfere with activities of others or fail to respect other pupil's individuality may be reprimanded and expelled from school.

Humanistic schools often will resemble, to some extent, well developed recreation centers in that although the attendance in these schools is required by law most other freedoms are given their students. As in recreation centers students are free to choose their own projects, work on them at their pleasure or just observe others in their activity. They are given a choice of being inactive at least physically.

Teachers in these schools may assume a great variety of roles and duties. They may lecture or lead a discussion, they may demonstrate or just observe, they may work with pupils in groups or individually at different tasks and different times. They may tend to exhibit an individualist orientation with a present time, i.e., existentialist concerns. To them, the "now" is usually most important. This orientation and that of a counselor will predominate in their relationship with pupils.

A few well-known examples of this type of school are: A. S. Neill's Summerhill, the so-called "Snail School" of Riverview Gardens, St. Louis, Missouri, and perhaps the ungraded Melbourne High School of Melbourne, Florida.

E. The Relationship of the Three Types of Schools to the Study

Using the above classification of schools with their specific characteristics of orientation and structure the first task of the study became classification of the available schools. The second task became the examination of psychological, sociological and educational-role differences that might be exhibited by the teachers in three schools. The third task became the examination of the differences among teachers in one type of school and among teachers across types of schools. The immediate problem was the empirical classification of schools by type for the research. Chapter III deals with this.

CHAPTER III

THE EMPIRICAL STUDY

Introduction

One of the limitations of this study is the restriction of geographic location of schools to this researcher's area of residence. Within this area the researcher was unable to find clear representatives of the three proposed types of schools. Consequently, after empirical examination of the available schools, the three-model classification had to be abandoned in favor of a two-model scheme which appeared to better fit the existing conditions. These two types will hereafter be referred to as authoritarian-rationalistic (AR) and rationalistic-humanistic (RH). The process of arriving at these two models is described more fully below.

A. The Development of AR-RH Classification

Eight professors of education from a midwestern U. S. university were given oral description of the three school models as presented in sections B, C, and D of Chapter II and were asked to comment on the nature of the local schools in relation to the three models. The description was given in a separate interview with each one. Under consideration were 17 school districts of a metropolitan area with a million and one-half population.

All eight professors independently agreed that to their knowledge, none of the schools in that area closely resembled the three models. They also agreed that a combination of authoritarian-rationalistic and rationalistic-humanistic types would better represent these schools.

Consequently, the two-model classification was adopted. From here on the two models are referred to as the AR and the RH type, respectively.

In the next step two lists of characteristics, one describing each type of school, were made (see Forms A and B of the Appendix). Five of the original eight professors were given the two lists and asked to classify independently each of the seventeen school systems into either the AR or RH type. The judges independently agreed on the same four as being AR type and the same six as being RH type. The ten school systems thus chosen were requested to participate in this research. Only six responded favorably: two were AR and four RH type. For the purpose of this study only four school systems were chosen, two classified as AR and two as RH. Out of the four available AR school systems two most closely approximating the socio-economic background of the RH systems were chosen. The next step was to choose particular schools from each of the four school systems. This process is described in the section which follows.

B. Selection of the AR and RH schools

In order to choose schools from the four systems which best represented each type, six new judges were utilized. The administration of each school system was asked to supply a list of names of persons who were familiar with their schools, yet were not employees of the system. Six judges were chosen from this list. The names of these six were given by four administrations thus indicating that all six were familiar to some degree with schools in more than one system. One other judge who was also qualified was not available to this researcher. The six judges were either university professors or other professional personnel who had a long history of service to these schools as consultants or advisors.

Each judge was given a combined list of school names arranged in alphabetical order. There was a total of 85 schools, 42 from the AR and 43 from the RH school system. Judges were not aware of previous classification of the school systems into the two categories. Next, they were given instruction to check-off the school names with which they considered themselves to be familiar. Not all the judges were familiar with the same schools. Thus, it was necessary to divide them into two sets of three maximizing in this way the coverage. The first set of three judges checked off the same 22 schools and the second the same 27. There were nine schools which were checked off by all six judges. Two new lists of 22 and 27 school names were made and arranged in alphabetical order.

Next, each judge was given an appropriate new list and another two lists--one describing characteristics of the AR and one describing those of the RH schools. The last two are available in the Appendix of this report: see Forms A and B. Each judge was asked to classify independently each of the listed schools into one of the two categories on the basis of Form A and B. The results of the six judgments are shown in Table 1.

TABLE 1

Results of Classification of Schools into AR and RH Type by Two Sets of Judges (Number in parentheses indicates number of schools judges did not agree upon their classification.)

	AR	RH	Total
1st Set of Judges	9	7	16 (6)
2nd Set of Judges	6	11	17 (10)
Totals	15	18	33

As Table 1 indicates, the first set of judges agreed independently upon the same 16 schools: nine belonging to AR classification and seven to the RH. There were six schools which were not classified by all three in the same category (or, a judge might have indicated that he was not familiar with the school enough to make a judgment). The second set of judges agreed independently upon the same seventeen (17) schools: six belonging to the AR and eleven to the RH type. They have disagreed upon the classification of ten other schools. All schools upon which judges did not agree completely were disqualified from participation in this study. Thus, a total of 33 schools, 15 of the AR type and 18 of the RH were used in this study.

C. Hypotheses

The primary question for this investigation was, "Is there a relationship between school's organizational structure and its teachers' way of thinking, feeling, and other behaviors?"

Chapters I and II showed one way of thinking about the organizational structure of schools. Sections A and B of Chapter III showed how schools available for this investigation were classified and chosen for this study. Next, teacher behaviors of two supposedly different types of schools remained to be investigated.

The present hypotheses are stated in terms of school characteristics discussed so far and in terms of three instruments used to measure teachers ethical evaluation modality, their attitude intensity score, and their teacher-role orientation. The three instruments will be discussed in detail in the appropriate sections below.

It was hypothesized that

1) The type of school in which one teaches is related to the psychological factors involved in the three modes of ethical valuation of the Evaluation Modality Test (EMT); Specifically, that teachers of the AR schools will display

   a) a higher mean intensity score on the Moralist and the Realist mode of ethical valuation

   b) a lower mean intensity score on the Individualist mode of valuation, and

   c) a higher mean Intensity on the total ethical valuation

   than the teachers of the NH schools.

2) It is hypothesized that the type of school in which one teaches is related to the attitude one has toward pupils and school-related problems as measured by the Minnesota Teacher Attitude Inventory (MTAI); Specifically, that teachers of the AR schools will display a lower mean score on the MTAI than teachers of NH schools.

3) It is hypothesized that the type of school in which one teaches is related to the degree to which one assumes each of five different educational roles in dealing with pupils and school-related problems, as measured by the Teacher Practice Questionnaire (TPQ); Specifically, that teachers of AR schools will display

a) higher mean scores on the Advice/Information-Giver, Disciplinarian, Referrer, and Motivator teacher-roles, and

b) a lower mean score on the Counselor teacher-role

of the TPQ than teachers of the RH schools.

4) It is also expected that the number of years of teaching in the particular type of school is related to the difference between the teachers as shown on all the above measures; Specifically, that the differences are smaller for beginning teachers than for teachers with several years of teaching experience in the particular type of school.

CHAPTER IV

METHOD AND RESULTS

A. Population

The population under study consisted of 726 elementary school teachers teaching grades K through 6th. The teachers were members of teaching staffs in thirty three schools taken from similar socio-economic background. Fifteen schools approximating the AR and eighteen the RH structure were chosen as described above.

There were 372 teachers in the fifteen schools classified as AR and 354 in the eighteen classified as RH. Two hundred thirteen males and 513 females participated in the study. Three hundred fifty five teachers were single and 371 married. Fifty three teachers from the RH and 76 from the AR schools held Masters degrees. The remainder had Bachelor degrees. The mean age of the teachers from the AR schools and those from the RH schools was 28.6 and 28.4 years, respectively.

B. Materials

To ascertain the teachers' ethical evaluation modality predominance the Evaluation Modality Test (EMT), devised according to Dr. Hugo O. Engelmann, University of Wisconsin-Milwaukee, was employed. The EMT is composed of 24 items which represent economic, political, social, religious and aesthetic situations. Each of the 24 situations has three alternatives, corresponding to the Individualist, Moralist, and Realist modes of ethical valuation.

In individualist mode of valuation, according to Engelmann (1958), the consequences of the behavior in question are positively or negatively valuated depending specifically on the psychological significance of this behavior for the performer. Thus, behavior enlargement, the development of as many behavioral potentialities as possible on the part of every individual, are positively valuated. Behavior limitation, the elimination of interactional alternatives is valuated negatively.

In moralist valuation, the behavior itself is valuated as "good" or "bad," regardless of the consequences it has for the performer or the valuator himself. A given behavioral pattern is accepted or rejected depending upon its specific structural characteristics.

Moral valuation, according to Engelmann, is always based upon the existence, in the behavioral system of the individual, of contradictory activity tendencies. These tendencies manifest themselves in tension which is channeled into moral valuation. The weaker tendency will be negatively and the stronger tendency positively valuated and, thus, verbalized as "wrong" and "right," respectively.

Moralism may appear in many forms, according to Engelmann, and at times in mutually exclusive variants: the missionary evangelist and the fighting atheist are probably both moralists. A moralist, regardless of the circumstances, will be intolerant of and fight all behavior which is contrary to his brand of moralism.

In the realist mode of valuation, consequences of the behavior in question are positively or negatively valuated. Any pattern is acceptable, regardless of its structure, provided it has consequences desired by the valuator. A pattern with opposite consequences is rejected, and one having, from the point of view of the valuator, no significant consequences appears as neutral. A realist will tend to be opportunistic.

(b) The Teacher Practice Questionnaire (TPQ), developed by Sorenson and Yu of the University of California, Los Angeles, was used in order to ascertain the teachers' educational role orientation. The five teacher-roles defined in this questionnaire are:

1) The disciplinarian adheres rather rigidly to rules and regulations, authority and tradition, and is one who believes in punishment as an incentive.

2) The counselor seeks causes underlying behavior, concerns himself primarily with the student, helps him to discover more courses of action on which to base his decision and wants the student to think independently.

3) The Motivator manipulates situations so that the student will be stimulated to action predetermined by the teacher; he uses rewards, implied or real, as incentives.

4) The Referrer, in some circumstances, instead of dealing with a problem himself, secures help of various agencies, he shifts the responsibility and the problem to others.

5) The Advice/Information Giver is one who either using his own experience and knowledge recommends a particular course of action for the student or one who gives information but does not indicate approval or disapproval; he regards the directing of learning as his main function.

The questionnaire consists of 30 problem situations typical of those encountered by teachers in their daily routine. For each problem four alternative solutions are given, representing different role dimension. Each of the possible 15 different combinations of roles is present twice, each of the five roles being represented 24 times in the instrument.

This questionnaire has face validity; it appears to be related to the problems it aims to investigate. For each subsample authors of the instrument reported split-half reliability estimates for each role dimension as well as intercorrelations between the roles. The split-half reliabilities ranged between .75 and .92.(14)

The EMT and the TPQ and the directions to each are given in the Appendix of this report. (See Appendix Forms D, E, F, and G.)

C. Procedure

The three tests were administered to teachers of each school separately in two sessions of one hour each. The EMT and MTAI were administered in the first session and the TPQ in the second. The teachers were told that the study was concerned with the attitudes of teachers in general. They were told that their participation was purely voluntary and that they were free to refuse participation by leaving the testing room. Tests were administered in either a school library or a teachers' lounge. Teachers were also told that it was important that all three tests and every question on each were answered. Should they omit either one, they were told to consider their time wasted since their results would not be included in the total study. See Appendix Form C for exact instructions.

Ninety per cent of teachers in each of the eight schools participated in the research. There was an additional 7% sample loss due to insufficient information given by the subjects, incorrect marking of the answers, or incompletely answered questionnaires. The time alloted for the completion of the questionnaires was sufficient for the majority of the teachers; few, however, had to hurry in order to finish in time. There was no set time limit on answering the questionnaires themselves. Time was limited, however, due to the regular school duties teachers had to attend. All teachers took the tests on two consecutive mornings one hour before regular school activities began.

D. Treatment of Data

The scores received by each subject on the three paper-and-pencil tests constituted ten dependent variables. Thus, the total score for each teacher on each of the three modalities and the total intensity score of the EMT constituted four dependent variables. The three scores from the MTAI were also tabulated giving a total number of right answers, and a differential score. Only the last score was used for the purpose of this study.

The responses to TPQ were given as "very appropriate," "fairly appropriate," "acceptable," "fairly inappropriate," and "very inappropriate." These responses were assigned values of 5, 4, 3, 2, and 1 respectively. There were five resulting totals, representing the degree to which teachers identified with the five teacher-roles. These scores, since they were based upon unequal members of response situations, were transformed into proportioned scores obtained by dividing each total by the highest score possible for that particular role.

Means and standard deviations were calculated for all ten dependent variables and to test the means for significant differences a series of ten One-Way ANOVAs were performed on the data obtained. A .05 level of significance was established as a critical level for this study. In order to explain some of the results obtained from the ANOVAs, several correlations were performed on the scores obtained on the three tests from the teachers of the two types of schools as an afterthought.

E. Findings

Table 2 shows the means and Table 3 the standard deviations of the scores attained by the teachers of the two types of schools on the EMT.

TABLE 2

Mean Intensity Scores for Individualist, Moralist, and
Realist Modes and for Total Intensity of Ethical
Valuation of Teachers from AR and RH Schools
on EMT

School Type	IND	MOR	REL	INT
AR	60.68	53.41	45.87	160.04
RH	66.13	38.88	39.16	143.83

TABLE 3

Standard Deviations of Intensity Scores for Individualist, Moralist and Realist Modes, and for Total Intensity of Ethical Valuation of Teachers from AR and RH Schools on EMT

	IND	MOR	REL	INT
AR	9.46	12.91	10.56	26.38
RH	11.33	11.84	10.27	22.35

Examination of Table 2 shows that the teachers from the RH schools attained a higher mean score than the teachers of the AR schools on the Individualist mode of valuation only. According to the ANOVA reported in Table 4 this difference is significant at the critical .05 level.

TABLE 4

Summary of the ANOVA of Intensity Scores for Individualist Mode of Ethical Valuation of Teachers from AR and RH Schools

Source of Variance	Sum of Sq.	df	MS
Between	11,886.40	32	371.45
Within	71,995.10	693	103.88
Total	83,881.50	725	F = 3.58*

*Significant at .001 level

Table 2 also shows that the mean scores for the teachers in the AR schools on the Moralist and the Realist mode of valuation are greater than for the teachers in the RH schools; also, the total intensity of ethical valuation is greater for those in AR schools.

Examination of the respective ANOVAs reported in Tables 5, 6, and 7 indicates that these differences are significant at or beyond .05 level of significance, giving them a high level of confidence. As can be observed in Table 3, standard deviations for scores attained by teachers from both types of schools are similar for all measures of the EMT. The only significant departure is between the two standard deviations on Total Intensity of ethical valuation.

Table 8 shows mean scores and standard deviations of scores attained by teachers from the two types of schools on the MTAI.

TABLE 5

Summary of the ANOVA of Intensity Scores for Moralist Mode of Ethical Valuation of Teachers from AR and RH Schools

Source of Variance	Sum of Sq.	df	MS
Between	53,812.30	32	1,681.63
Within	95,771.50	693	138.19
Total	149,583.80	725	F = 12.17*

*Significant at .001 level

TABLE 6

Summary of the ANOVA of Intensity Scores for Realist Mode of Ethical Valuation of Teachers from AR and RH Schools

Source of Variance	Sum of Sq.	df	MS
Between	15,939.60	32	498.11
Within	70,808.00	693	102.17
Total	86,747.60	725	F = 4.87*

*Significant at .001 level

TABLE 7

Summary of the ANOVA of the Total Intensity Scores of Ethical Valuation of Teachers from AR and RH Schools

Source of Variance	Sum of Sq.	df	MS
Between	97,564.00	32	3,048.87
Within	384,501.00	693	554.83
Total	482,065.00	725	F = 6.50*

*Significant at .001 level

TABLE 8

Mean Scores and Standard Deviations for Scores Attained by Teachers from AR and RH Schools on Minnesota Teacher Attitude Inventory

	Means	SD
AR	45.27	31.07
RH	58.83	25.74

The teachers of AR schools scored on the average 13.56 points lower than the teachers of RH schools. The ANOVA reported in Table 9 shows that this difference is significant at .001 level.

TABLE 9

Summary of the ANOVA of the Scores Attained by Teachers from AR and RH Schools on Minnesota Teacher Attitude Inventory

Source of Variance	Sum of Sq.	df	MS
Between	66,165.10	32	2,067.65
Within	559,292.00	693	807.05
Total	625,457.10	725	F = 2.56*

*Significant at .001 level

Table 10 presents mean scores and Table 11 standard deviations for scores attained by teachers of the two types of schools on the five measures of the TPQ. Table 10 reveals that the teachers from the AR schools scored higher on the average than the teachers from the RH schools on the following measures: Advice/Information-Giver, Disciplinarian, Referrer, and Motivator teacher-roles. The ANOVAs performed on these scores, as shown in Tables 12, 14, 15 and 16 indicate that these differences are significant at or beyond .05 level of significance.

TABLE 10

Mean Scores for Teachers from AR and RH Schools Attained on Advice/Information-Giver, Counselor, Disciplinarian, Referrer, and Motivator Teacher-Roles of the TPQ

	ADV	KAN	DIS	REF	MOT
AR	72.27	78.49	43.07	52.45	77.26
RH	67.33	84.45	36.42	47.47	70.75

TABLE 11

Standard Deviations for Scores Attained by Teachers from AR and RH Schools on Advice/Information-Giver, Counselor, Disciplinarian, Referrer and Motivator Teacher-Roles of the TPQ

	ADV	KAN	DIS	REF	MOT
AR	9.75	13.39	12.10	12.27	11.03
RH	9.53	12.73	8.38	12.15	10.78

TABLE 12

Summary of the ANOVA of Scores Attained by Teachers from AR and RH Schools on Advice/Information-Giver Teacher-Role of the TPQ

Source of Variance	Sum of Sq.	df	MS
Between	8,313.40	32	259.79
Within	63,401.20	693	91.48
Total	71,714.60	725	F = 2.84*

*Significant at .001 level

TABLE 13

Summary of the ANOVA of Scores Attained by Teachers from AR and RH Schools on Counselor Teacher-Role of the TPQ

Source of Variance	Sum of Sq.	df	MS
Between	12,648.20	32	395.25
Within	76,263.10	693	110.05
Total	88,911.30	725	F = 3.59*

Significant at .001 level

TABLE 14

Summary of the ANOVA of Scores Attained by Teachers from AR and RH Schools on Disciplinarian Teacher-Role of the TPQ

Source of Variance	Sum of Sq.	df	MS
Between	9,850.80	32	307.83
Within	77,283.40	693	111.52
Total	87,134.20	725	F = 2.76*

*Significant at .001 level

TABLE 15

Summary of the ANOVA of Scores Attained by Teachers from AR and RH Schools on Referrer Teacher-Role of the TPQ

Source of Variance	Sum of Sq.	df	MS
Between	20,237.60	32	632.42
Within	92,184.20	693	133.02
Total	112,421.80	725	F = 4.75*

*Significant at .001 level

Further examination of Table 10 indicates that the only measure on which teachers of the RH schools scored higher on the average than teachers from the AR schools was Counselor teacher-role. This difference according to the analysis of variance reported in Table 13 is significant at .001 level of significance.

TABLE 16

Summary of the ANOVA of Scores Attained by Teachers from AR and RH Schools on Motivator Teacher-Role of the TPQ

Source of Variance	Sum of Sq.	df	MS
Between	18,777.70	32	586.80
Within	75,054.70	693	108.30
Total	93,832.40	725	F = 5.42*

Significant at .001 level

In summary of the results shown in Table 17, teachers of the AR schools attained significantly higher mean scores than the teachers of the RH schools on the following measures: Moralist and Realist mode of ethical valuation, total intensity of valuation, Advice/Information-Giver, Disciplinarian, Referrer and Motivator teacher-roles.

TABLE 17

Summary of the Differences Between the Means on All Measures for teachers from AR and RH Schools

Source	Type of School AR	 RH	Difference
IND	60.68	66.13	5.45*
MOR	53.41	38.88	14.53*
REL	45.88	39.16	6.72*
INT	160.04	143.83	16.21*
MTAI	45.27	58.83	13.56*
ADV	72.27	67.33	4.94*
KAN	78.49	84.45	5.96*
DIS	43.07	36.42	6.65*
REF	52.45	47.47	4.98*
MOT	77.26	70.75	6.51*

*Significant at .001 level

The only tests on which the teachers of the RH schools scored significantly higher than those of the AR schools were: Minnesota Teacher Attitude Inventory, Individualist mode of valuation and the Counselor teacher-role orientation. All three meet the required .05 level of significance as reported by the respective ANOVAs.

Tables 18 and 19 summarize the differences among the means of the three modes of ethical valuation and between the Counselor-Advice/Information-Giver and the Counselor and Motivator teacher-roles for the teachers of both types of schools.

It is interesting to observe in Table 18 that the difference between means in the Moralist and Realist modes of valuation for the

TABLE 18

Summary of the Differences Among the Means of the Three Modes of Ethical Valuation for Teachers from AR and RH Schools

	Type of School	
Source	AR	RH
IND	60.68	66.13
MOR	53.41	38.88
Difference	7.27	27.25
IND	60.68	66.13
REL	45.88	39.16
Difference	14.80	26.97
MOR	53.41	38.88
REL	45.88	39.16
Difference	7.53	- .28

TABLE 19

Summary of the Differences Between the Means of Counselor and Advice/Information-Giver, and Counselor and Motivator Teacher-Roles for Teachers from AR and RH Schools

	Type of School	
Source	AR	RH
KAN	78.49	84.45
ADV	72.27	67.33
Difference	6.22	17.12
KAN	78.49	84.45
MOT	77.26	70.75
Difference	1.23	13.70

teachers in RH schools was very small and negative. The difference between means in the Individualist and Moralist modes of valuation for the teachers in AR schools is significantly smaller than for those in RH.

Similarly, Table 19 shows that there is practically no difference between the means of the Counselor and Motivator and a small difference between the means of the Counselor and Advice/Information-Giver teacher-roles for the teachers in the AR schools.

F. Conclusions

All ten measures discriminated significantly between the teachers of the two types of schools, thus giving support to the hypothesis that school organizational structure and its related dynamics have a significant relationship to certain social-psychological characteristics of the teachers.

Specifically, it has shown that predicted significantly higher mean intensity scores on the Moralist and Realist modes of ethical valuation for the teachers from AR schools were in fact significantly higher. The data also supported the hypothesized higher mean score for the total intensity of the ethical valuation for teachers from the AR schools. The Individualist mode for the teachers from RH schools was significantly higher than for those from AR schools as was hypothesized.

The second hypothesis was that the type of school in which one teaches is related to the attitude one has toward pupils and school-related problems as measured by the Minnesota Teacher Attitude Inventory. This hypothesis was supported by significant difference found in comparing mean scores obtained by teachers in the two types of schools. It was specifically hypothesized that teachers of the AR schools will display a significantly lower mean score on this test than teachers of the RH schools. This hypothesis was also supported by the obtained data.

The third hypothesis was that the type of school in which one teaches is related to the different teacher-roles one assumes when dealing with pupils and school-related problems. This was ascertained through the use of the Teacher Practice Questionnaire which delineates five teacher-roles. The obtained data fully supported this hypothesis.

The fourth hypothesis, in which it was expected to find the number of years of teaching in a particular type of school to be related to the difference between teachers and dependent variables did not obtain the expected .05 level of significance in the correlation. This failure is difficult to explain with some degree of confidence. It suggests several possibilities: a) the tests were not sensitive enough to discriminate between the teachers who only taught a few years in the particular school and those who taught there several years; b) the range of years of teaching in the school was not sufficiently great; and/or c) teachers enter each particular school with certain characteristics and remain so through the years of teaching there.

The above phenomenon could also be interpreted in the following manner. The classification of schools into AR-RH scheme incorporates rationalistic structural and dynamic elements common to both school types. Thus, it is reasonable to expect some similarities among the teachers of the two types of schools. It is possible that the common elements present in the two types of schools were responsible for the above failure. This, of course, can be ascertained through additional research applying stricter controls in its design.

A significant positive correlation found between the Individualist and the Realist mode of valuation for the teachers in the AR schools suggests that these teachers could have interpreted situations, designed to indicate the Individualist orientation for those of the Realist.(15) Thus, their scores for the Individualist mode could have been spuriously raised.

Examination of the raw data shows that the beginning teachers, regardless of the type of school in which they teach and their evaluation modality predominance, tend to exhibit a high concern for discipline in their classrooms.(16) The concern appears to diminish with years of experience for teachers of both schools.

SUMMARY, CONCLUSIONS AND INTERPRETATIONS

The organizational structure and related dynamics of the institution in which one lives, works, or studies is supposed to have certain effect upon the individual's thinking, attitudes, and behavior.

In reference to the structural and dynamic elements of an organization, three theoretical models were proposed. It was postulated that organizations generally exhibit predominance in one of their three major concerns: (1) a power relationship among the members--the authoritarian organization; (2) a means-ends relationship--the rationalistic organization; (3) a development of human potential--the humanistic organization.

Three kinds of authority were delineated within the authoritarian type: (1) the authority of one or several men; (2) the authority of the majority; and (3) the authority of a principle. No further differentiation was made concerning the rationalistic and humanistic organizations.

The three models were discussed in reference to organizational structure and dynamics of schools. One hypothetical school fitting each model was described.

It was found that among some fifteen school systems from a metropolitan area with a million and one-half population which were possibly available to this writer for research, only a very few schools resembled the three proposed models. All other schools in that area were of a mixed type. Consequently, for expedience, the following two models were adopted: the authoritarian-rationalistic (AR) and the rationalistic-humanistic (RH).

Hypotheses - It was hypothesized that:

1) The type of school in which one teaches is related to the psychological factors involved in the three modes of ethical valuation of the Evaluation Modality Test (EMT); specifically, teachers of the AR schools are expected to display a higher mean intensity score on the Moralist and the Realist mode of ethical valuation and lower on the Individualist than the teachers of RH schools. Also, it is expected that the mean intensity of the total ethical valuation is higher for the AR than RH teachers.

2) The type of school in which one teaches is related to the attitude one has toward pupils and school-related problems as measured by the Minnesota Teacher Attitude Inventory (MTAI); specifically, that teachers of the AR schools display lower mean score on the MTAI than teachers of RH schools.

3) The type of school in which one teaches is related to the degree to which one assumes each of five different teacher-roles in dealing with pupils and school related problems, as measured by the Teacher Practice Questionnaire (TPQ); specifically, that teachers of AR schools display higher mean scores on the Advice/Information-Giver, Disciplinarian, Referrer and Motivator teacher-roles and a lower mean score on the Counselor teacher-role than teachers of the RH schools.

4) That the number of years of teaching in the particular type of school is related to the difference between the teachers as shown on the above measures; specifically, that the differences are smaller for beginning teachers than for the teachers with several years of teaching experience in the particular type of school.

Method

Thirty three schools, 15 AR and 18 RH type were chosen by two sets of three independent judges on the basis of a certain set of criteria defining each type. A total of 726 elementary school teachers responded to the Evaluation Modality Test (EMT), the Minnesota Teacher Attitude Inventory (MTAI), and the Teacher Practice Questionnaire (TPW). A total of ten dependent variables from the three tests were examined in order to test for differences between the teachers of the two types of schools.

Results

All ten dependent variables supported the hypothesis that the organizational structure and related dynamics of a school have a significant relationship to certain social-psychological characteristics of its teachers. Teachers of the AR schools showed higher mean scores on the following measures: moralist and realist modes of ethical valuation, total intensity of the ethical valuation as measured by the EMT, and advice/information-giver, disciplinarian, referrer, and motivator teacher-role orientation of the TPQ. All of these measures meet the critical .05 level of significance.

Teachers of the RH schools attained higher mean scores on the following three measures: individualist mode of ethical valuation of the EMT, the MTAI, and counselor teacher-role orientation of the TPQ. All three mean scores were significant at the .05 level.

Conclusions and Recommendations

The results of this study have several implications for public schooling. First of all, they indicate that organizational structure has significant relationship to certain social-psychological characteristics of the members of an organization. It points out that, as far as can be judged from the amount of theoretical and empirical literature available, the importance of these relationships has been recognized by the people in industry, business, government and military. It also points out that in the area of schooling there is a conspicuous absence of such studies.

This research attempted to point out that what happens in our schools may also to a large extent be determined by the very structure of the schools. Thus, in order to make any significant changes within the end-product of this process it may be necessary to concern oneself not only with the curriculum, schedules, methods, materials, teacher-retraining and remedial programs but also with the organizational structure and the related dynamics of schools.

It attempted to point out that considerations about organizational structure of schools are of importance to the process of schooling and that there is a need for such research. If we are to cure the illnesses of our system of schooling we would do well to understand their structure and dynamics first.

LIMITATIONS AND RECOMMENDATIONS

Two main weaknesses of this study are noted. The first deals with the method of recognition of schools' structural organization and subsequent classification; the second deals with the instruments measuring teachers' psychological, sociological and educational orientation or make up.

The first weakness is the contamination of data inherent in classifying schools according to criteria not entirely independent of the variables later measured by the three tests. Future studies will require more independent criterion measures to classify schools. One possible means would include using as judges such persons as text-book salesmen, custodial and janitorial staff, nursing and medical staff, and equipment suppliers having frequent contact with schools.

The second weakness concerns invalid or unreliable instruments. The EMT was tested for validity and reliability in 1956 using undergraduate student population. It is possible that a general philosophy and philosophy of education has made a significant shift in the last ten years. Particularly since the validating population used for testing this instrument is inappropriate for the population used in this study. Re-examination of these instruments is suggested.

A questionnaire discovering discrepancies between the professed and actual goals and means of their attainment for schools would be useful in categorizing each school. A preferred study would deal with three types of schools fitting the original theoretical model, thus eliminating the overlap present in the AR-RH classification.

Further improvements can be made in the methods of administration of the tests and the tests themselves. More time for each test and between each test would give rest from test-fatigue; consequently, a greater attention would be given by the teachers to each test and each of its items.

In general, this study opens up a large range of research possibilities:

1) similar study can be conducted investigating relationship of the organizational structure to the students' social-psychological characteristics;

2) a longitudinal study, i.e., an examination of the effects differently structured schools have upon teachers and pupils through several years;

3) a look can be taken at the prototype schools such as Summerhill, Melbourne High School, Amidon High School and the "Snail School" of Riverview Gardens, St. Louis, Missouri;

4) a comparison between elementary and secondary schools' structures;

5) a comparison between secondary schools and colleges;

6) a comparison between high schools and vocational schools; and

7) a look across cultures and societies in relation to the organizational structure, value orientation for different schools, and the related social-psychological factors can be made in order to ascertain

a body of knowledge which will give better understanding of the schooling process and enable us to direct it towards the desired goals with a greater success.

FOOTNOTES

(1)Etzioni, Amitai. Modern organizations, Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1964, p. 1-2.

(2)Reference to values in relation to elements of structure in social context has been made by Jules Henry, Culture Against Man, New York, Random House, Vintage Edition, 1965, p. 13; Talcott Parsons, The Social System, Glencoe, Ill., Free Press, 1951, p. 41-42; C. Wright Mills, Sociological Imagination, New York, Grove Press, 1959, p. 41; and Ruth Benedict, Patterns of Culture, Cambridge, Mass., Houghton Mifflin, Sentry Edition, 1961.

(3)Bakke, E. W. and Argyris, Chris. Organizational Structure and Dynamics, New Haven, Labor and Management Center, Yale University, 1954, p. 9.

(4)Ibid.

(5)Bakke, E. W. The Fusion Process, New Haven, Labor and Management Center, Yale University, 1953, p. 5.

(6)This has been also pointed out by Amitai Etzioni, Modern Organizations, Englewood Cliffs, New Jersey, Prentice-Hall, 1964, p. 2; and by Edgar H. Schein, Organizational Psychology, Englewood Cliffs, New Jersey, Prentice-Hall, 1965, p. 10.

(7)Bakke, 1953, op. cit.

(8)Mills, C. W., op. cit., p. 30.

(9)Mills, C. W. The Power Elite, New York, Oxford University Press, 1959.

(10)Etzioni, Amitai. A Comparative Analysis of Complex Organizations, Glencoe, Ill., The Free Press, 1961.

(11)Weber, Max. The Theory of Social and Economic Organization, Talcott Parsons (ed.) Glencoe, Ill., Free Press, 1947.

(12)References to its complexity have been made by David A. Goslin, The School in Contemporary Society, Chicago, Scott, Foresman, 1965, p. 133; and described in Principles and Procedures of Teacher Selection, (A Monograph) Philadelphia, American Association of Examiners and Administrators of Educational Personnel, 1951.

(13)Mills, C. W., 1959, *op. cit.*

(14)Sorenson, A. G., Husek, T. R. and Yu, Constance. Divergent Concepts of Teacher Role: An Approach to Measurement of Teacher Effectiveness. *Journal of Educational Psychology*, 1963, 54, 287-294.

(15)Pearson Product Moment r = .32 (significant at .01 level).

(16)Travers and associates found that the major concern of student teachers was for discipline in classroom. This was reported in Travers, R. M., Page, M. H., Rabinowitz, and Nemovicher, E., *Exploratory Studies in Teacher Personality* (Publication 14, College of the City of New York, Division of Teacher Education, Office of Research and Evaluation, 1953).

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FORM A

CHARACTERISTICS OF THE AR SCHOOLS

Read through the list of characteristics in order to get a general impression of what this type of school looks like. Then given the list of schools with which you are familiar place an "AR" after each school you think resembles this description.

1. Superintendent or some other one or several people make all the important decisions, seldom consulting the rest of the staff, parents, or children. Superintendent is one you would call a "strong man;" people do not care to get into his way. The less he hears about any one teacher the better.

2. Superintendent's philosophy is well known to the staff and often one can find it posted or given in the curriculum guide or similar directives.

3. He makes final decisions and often the only decisions about employment and dismissal of school personnel.

4. The philosophy of schools is usually concerned with--first, "proper" conduct, building acceptable habits, respect for authority, self-discipline and efficient use of time, tools and materials, and second, with learning skills and manner of learning.

5. Discipline is a frequent teachers' concern and topic for discussion.

6. School will have a well developed set of rules and regulations for conduct, use of time, use of instruments and materials. Bulletin board frequently display these rules and regulations. They will also be frequent topic of teachers' and pupils' discussions.

7. Often, pupil conduct is talked about in terms of "neighbors' complaints" rather than a need for respect of other people's rights and privacy or in terms of health and individual safety.

8. Good but rowdy learners are often reprimanded and punished, and seldom praised and rewarded.

9. Achievement, however, is less important and only in connection with conduct.

10. School has uniform time schedules for all grades and subjects. Subject matter is defined and sequence prescribed with assigned texts and workbooks. The material has to be "covered" in a given time-period by all teachers and given tests are to be administered to pupils at specified intervals of time.

11. Teachers make daily lesson plans and work units which are filled with and inspected by the administrators.

12. Teachers usually lecture and often reprimand during any one period. Seldom children participate in discussions although they may ask questions. Assignments are given to children regularly and inspected for accuracy and neatness as well as for content. Children are penalized for lack of precision.

Schools of this type may vary from one to another. Please consider general characteristics and a primary focus rather than specific details.

FORM B

CHARACTERISTICS OF THE RH SCHOOLS

Read through the list of characteristics in order to get a general impression what this type of school looks like. Then given the list of schools with which you are familiar place a "RH" after each school you think resembles this description.

1. Superintendent of these schools usually makes final important decisions. He often consults his staff, parents and sometimes children.

2. Many of the decisions are made by some advisory committee composed of teachers which assists the superintendent.

3. Superintendent employs and dismisses school personnel in consultation with principals and other staff members. Promotions are often handled by committees composed of teachers.

4. The philosophy of school is usually concerned with attainment of skills by the pupils in order to function well in the society and attain through it individual happiness.

5. Future job acquisition is one of the primary concerns of this school; thus, vocational training and professional preparation is kept in focus. Reminder about some future positions and rewards is a frequently used motivational technique.

6. Safety and individual health is of great concern--certain behaviors are discouraged in pupils on these grounds rather than on the grounds of rule violation; smoking is one example.

7. Concern for "quiet" but poor learners; less for "noisy" but good learners. Often remedial and acceleration programs are instituted.

8. Achievement is important. High results are often publicized as an incentive for further effort and a spur for the non-achievers.

9. School may have different schedules for different children and different subjects. Although subject matter and sequence may be defined it is done so with much flexibility for individual arrangement. A great variety of texts and materials are used as instruments for achievement of goals.

10. Teachers usually receive help from the administration through advice of specialists and counselors.

11. All kinds of techniques are applied by teachers in their classroom teaching. They may lecture, demonstrate, experiment, lead a discussion or assign tasks.

Schools of this type may vary from one to another. Please consider general characteristics and a primary focus rather than specific details.

FORM C

INSTRUCTIONS FOR THE TEACHERS BEFORE EACH TESTING SESSION

1. Your participation in this project is greatly appreciated. Without it our knowledge about teachers' attitudes and values would be very limited. Thus, our teacher-training programs, if bad now, would have been worse. In order to improve them, further research of this kind is necessary. This is your contribution to advancement of knowledge about school-related problems. I thank you for your participation.

2. Your participation in this project is voluntary. Consequently you are free to leave this room now, or at any other time during the session. If you do not want to leave the room because you do not care to be identified, you may remain and either do not answer the questionnaires or answer them incomplete. The results from all incomplete questionnaires will be ignored.

3. Your responses are anonymous--no identification will be attempted. For the purposes of this research identification of your individual results are not necessary.

4. You are given 3 questionnaires to respond to. Each questionnaire has its own set of instructions. Please read carefully each instruction before answering each test.

5. Please answer every question on every test. If you omit one your total response to all three tests will be discarded since these tests are meaningful only if fully completed.

6. There is no time limit on either test; you are, however, limited in time by the duties you have to attend to in the school--please, then, work rapidly.

7. Respond to each question in terms of how you actually feel and not how you would like or you think you ought to feel. And, please do not be offended by some of the very naive questions or statements in these tests. You would be surprised at how strong some people feel about these questions.

8. Before you leave, please staple the three tests together and place them on the table in back of the room.

9. Are there any questions?

FORM D

EVALUATION MODALITY TEST

by
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The Evaluation Modality Test is actually a special form of a survey. It is concerned with a task of identifying the underlying bases or motifs of human beliefs, biases, convictions, and opinions. This test is not concerned with establishing whether a person is "for or against" a female president, for example, but rather "on what grounds or bases" a person is "for or against" such an issue.

A great number of survey studies have been conducted at different institutions in the United States measuring public opinion on different issues. These studies were primarily sociological. It is, however, psychologically more meaningful to identify the underlying bases of such beliefs, biases, convictions, and opinions, than to identify the frequency of their occurrence. This test is directed toward the first goal. Therefore, you are not to respond with a statement "Yes, I am for it," or "No, I am against it."

In this test you will find 24 situations in which you could find yourself and which would require a certain response on your part. You would make a response. This test asks you to indicate not what your response would be but on what bases would you respond one way or the other. Each of the 24 situations has three alternatives.

Answer every alternative of every situation. For every situation you will give three answers. Mark each alternative with a number from 0 to 4:

0 - means you do not feel this way at all

1 - means you feel this way somewhat, but are not decided

2 - means that you are certain about your feeling, but it is not a particularly strong one

3 - means a clearly pronounced feeling in this direction

4 - means that your feeling in this direction is not only pronounced but very intense

ANSWER ALL THE QUESTIONS IN TERMS HOW YOU ACTUALLY FEEL AND NOT HOW YOU THINK YOU OUGHT TO FEEL OR YOU WOULD LIKE TO FEEL.

THERE ARE NO RIGHT OR WRONG ANSWERS TO THESE QUESTIONS.

FORM E

THE EVALUATION MODALITY TEST

Place your response to each alternative marked a), b), and c) of every situation on the lines provided.

1. In selecting reading matter for yourself do you look for material which:

____ a) will broaden your insight and general perspective?
____ b) will contribute to your moral and spiritual development?
____ c) will furnish you with useful knowledge or provide relaxing entertainment?

2. In comparing your socio-economic position with that of others are you interested in:

____ a) whether other individuals (with no more qualifications than your own) are getting higher income or recognition than you?
____ b) whether (in terms of what people in general are getting) you are getting the income and recognition you think you should be getting?
____ c) which kind of position provides an individual with the greatest amount of independence and opportunity in terms of work and leisure time activities?

3. If you were to consider joining an organization would you ask yourself:

____ a) doing so would be likely to improve your economic opportunities or your standing in the community?
____ b) joining this organization would make it easier or harder for you to do the things you wanted to do?
____ c) it is the right thing to do and the organization stands for the right things?

4. If you were to build a house for yourself would you hire an architect:

____ a) who is creative and original in his work?
____ b) who will follow exactly all your suggestions?
____ c) who adheres to correct principles of architecture?

5. If you find yourself in a situation making conflicting claims on you would you be likely to decide in favor of:

____ a) your own interests?
____ b) a basic principle (what is the right thing to do)?
____ c) loyalty to your personal friends?

6. If your boy were to pick up friendship with a boy of a different nationality, race, or religion (or social class) would you:

____ a) encourage or discourage this friendship depending on whether you thought close personal relation between nationalities, races, religions, or social classes were desirable or undesirable?
____ b) feel that what matters is the personal characteristics not nationality, race, religion, or social class of the other boy?
____ c) have to consider what the neighbors, employers and other people would think before allowing your boy to bring the other boy to your house?

7. If you were visiting an art gallery would you tend to think of:

____ a) the way different artists have experimented with lines, shapes, and colors?
____ b) the educational value of the pictures in terms of their subject matter and mode of presentation?
____ c) the expenditure necessary to assemble such an art collection?

8. When you hear of a labor dispute do you think of:

____ a) whether labor disputes are desirable or undesirable as far as the society as a whole is concerned?
____ b) the consequences, if any, which different outcomes of the dispute are likely to have on your own economic expectations?
____ c) the particular reasons which led the workers and managers respectively to take the stand they took?

9. If you were in charge of a school system would you be concerned with:

____ a) preparing the children for a future occupation?

____ b) providing many different curricula, corresponding to the different interests and abilities of the children?

____ c) teaching good and proper habits?

10. When you encounter strange customs and institutions do you tend to:

____ a) look upon them as demonstrating the great variability of individual and social organization?

____ b) examine whether they might possibly be useful to you?

____ c) judge their intrinsic value?

11. If you were to ask people to your house would you be likely to invite:

____ a) people whose acquaintance you feel is useful to you in your career?

____ b) people whom you feel it is your obligation to invite?

____ c) personal friends in whose company you feel comfortable?

12. If you were a psychotherapist would you try to:

____ a) replace the patient's faulty attitudes and habits by better and more appropriate ones?

____ b) cure the patient so he can function the way he wishes to function?

____ c) fit the patient into his family and job situation?

13. If F.B.I. agents were to interview you concerning the political beliefs and affiliations of one of your friends would you:

____ a) try to furnish them with the minimum information, to protect the interests of your friend, whether you agree with his political position or not?

____ b) cooperate fully or refuse any cooperation with the agents depending on your own political convictions?

____ c) cooperate as fully as possible with the agents to avoid any difficulties or embarrassment for yourself?

14. If you were to buy clothes for a child would you tend to buy clothes which you think:

____ a) the child should wear?
____ b) would make the child more acceptable to his teachers and classmates?
____ c) the child would want and like?

15. If you were to take a course or attend a series of lectures on Marriage and the Family, would you look for information on:

____ a) specific techniques that will enable you to get the most out of your family life?
____ b) the differences between families in different societies and at different historic periods?
____ c) the proper ways of living and working together in a family?

16. If the question arose whether your community should hold a religious emphasis day would you:

____ a) oppose it on the grounds that it interferes with freedom of conscience for those who do not have any religious convictions?
____ b) adapt your position to what appears to be the general community attitude?
____ c) take a strong stand for or against it depending on your own attitude for or against religion?

17. If you were on the board of directors of a foundation making grants for research would you tend to select projects in terms of:

____ a) their potential practical significance?
____ b) the extent to which they are in line with your ethical and philosophical convictions?
____ c) their originality?

18. If you were to speak to a group of young people about politics would you tell them:

____ a) that it is the duty of the citizen to keep himself informed on political issues and candidates, and to vote in every election?
____ b) to participate in politics if they are interested in it, and to stay away from it if they have no such interest?
____ c) to consider politics as a means for realizing the economic and similar demands and aspirations of groups and individuals?

19. In judging the abilities and qualifications of a physician would you be interested in knowing whether the man in question:

____ a) is keeping up with and contributing to the development of medical knowledge?

____ b) practices medicine according to the standards of ethics and performance approved by his profession?

____ c) pleases his patients and is financially successful?

20. If you were working with a group interested in revising laws dealing with crime would you emphasize laws:

____ a) regulating individual behavior, such as sexual behavior, gambling, and morality of youth?

____ b) protecting property or other specific interests, such as laws against theft?

____ c) safeguarding the welfare of individuals, such as pure food and drug legislation?

21. In dealing with the question of censorship are you likely to consider:

____ a) the role played by various media of communication in promoting political stability or change?

____ b) the issue of freedom of speech?

____ c) the significance of publicly accessible material for the behavior of children and adolescents?

22. If you were to advise a student going away to college would you tell him to:

____ a) acquire a solid background in all areas of intellectual endeavor before specializing in any one of them?

____ b) concentrate his efforts on getting a good preparation for his future occupation?

____ c) cultivate proper intellectual discipline and work habits?

23. If you were on a planning commission for a metropolitan or interurban region would you be concerned with:

____ a) proper land use and the maintenance of property values?

____ b) the integration of the area into a properly functioning community?

____ c) the need of individuals for privacy and autonomy?

24. When considering the variety of religious beliefs, observances, and organization are you interested in:

____ a) the ethical aspects and moral teachings of religion?
____ b) question of doctrine (a set of beliefs that is handed down by authority as true and indisputable)?
____ c) church organization, status, and ritual?

For statistical reasons include the following data:

sex: M____, F____

age ________

marital status: single ____, Married ____,
divorced ____, widowed ____

schooling: last degree ________________

credits beyond degree ________________

teaching: total no. of years _____

years in present school _____

presently teaching grade _____

Code no. ________

FORM F

Teacher Practices Questionnaire

Form 2--June, 1962

A. Garth Sorenson and Constance Yu

School of Education

University of California, Los Angeles

Directions

Following are 30 problem situations typical of those which are often encountered in the classroom. The problems are identified by Roman numerals (I to XXX). Following each problem there are listed four alternative courses of action. To conform to the numbering on the answer sheet, the alternative courses of action are numbered consecutively from 1 to 120.

Rate each alternate course of action independently of the other three, according to its degree of appropriateness. You will note that the columns on the answer sheet are numbered from 1 to 5. If you feel that a course of action is very appropriate, mark the space in column 1 corresponding to the number of the alternative you are considering. If you feel that the course of action is fairly appropriate, mark the space in column 2; acceptable, column 3; fairly inappropriate, column 4; very inappropriate, column 5.

FORM G

Problem I

A tenth grade student whose work has been generally good begins to do more and more unsatisfactory work. You have been informed that his parents are on the verge of a divorce. On several occasions you have told the class that unless a student's work is satisfactory, he will be failed.

1. Warn him that unless his work improves, he cannot pass the course.
2. Ask his homeroom teacher to talk to him.
3. Try to give him additional praise and attention whenever he does anything of which you approve.
4. Try to help him accept his home situation.

Problem II

An eleventh grade student confides that she will elope next month during the spring recess with a boy of whom her parents disapprove.

5. Notify the principal and ask him to assume the responsibility in this case.
6. Try to persuade her to wait by telling her about similar cases and their unfortunate consequences.
7. Explain seriousness of the step she is planning; tell her about the legal implications and school regulations regarding the marriage of minors.
8. Provide an opportunity for her to discuss her feelings and motives in this matter.

Problem III

A sophomore student in engineering is uncertain about his vocation. He comes to you, a professor of engineering, for advice. He likes his courses and is making good grades. He believes that it will be financially profitable to be an engineer; however, he is also strongly interested in English. He is altruistic and wonders whether he can perform a greater service in the field of English.

9. Provide him with information about pay scales, opportunities for placement and advancement in both professions.
10. Tell him that there is great need for good engineers in this Space Age, that he will find a career in engineering most challenging and worthwhile.
11. Attempt to help him analyze the causes underlying the uncertainty.
12. Arrange for work experiences in both occupations so that he will have the opportunity to make comparisons with respect to the satisfactions he finds in each.

Problem IV

Juanita has just arrived from Mexico. Neither she nor her parents speak English. However, since she is eight years old, she is placed in the third grade, where she simply sits. When asked to do something, she will either remain still or say, "No understand. No speak English."

13. Design specific assignments to teach her English and have her complete them during class hours.
14. Request that she be sent to the first grade, at least for reading instruction.
15. With the help of someone who speaks Mexican, help her appraise differences between Mexican and American schools and what is expected of students.
16. Inform her parents, through an interpreter, that unless she learns to do regular third grade work she will not receive a satisfactory grade.

Problem V

A foreign exchange student will be graduating from college in the United States in two months. According to the agreement she made with her government, she should return to her own country when her course work is completed. She informs you that she wants to stay in the United States where she can enjoy a higher standard of living and where she can be independent.

17. Remind her that she has a responsibility to her own country, that she has certain obligations to fulfill.
18. Try to see that she has a rather complete picture of life in the U. S. and is aware of both the advantages and disadvantages of staying.
19. Caution her to return home where she may achieve a better perspective and that, after all, she can always return to the United States.
20. Try to help her examine the personal reasons for her change in plans and to consider the long-range consequences.

Problem VI

Milly, the daughter of wealthy parents, rarely participates in any of the school social functions. When asked to attend the annual school picnic, she states, "Just about any and everyone goes. I do not think my father would care for me to associate with those people. Besides, those affairs are generally so dull."

21. Turn the problem over to Milly's closest friend to see if she can help.

22. Plan with Frances, also of a wealthy family, how to get Milly to attend the picnic and to have a good time while she's there.
23. Try to discover if insecurity is at the root of Milly's behavior.
24. Talk to Milly about the school functions, why they are conducted, and what she can derive from participation.

Problem VII

When Jim, an eleventh grade student, is not chatting with his neighbors in class, he is passing notes. He often interrupts the lecture or discussion to offer his point of view. Or he has to get a book, sharpen a pencil, clean the classroom, etc. His work is unsatisfactory.

25. Make him library monitor, a prestige position, which only persons who do satisfactory work may retain. Let him know that he must improve his work to continue as monitor.
26. Keep him after school when he misbehaves.
27. Explore with him how he sees his own behavior in school and the satisfactions he derives from it.
28. Caution him that if he pays more attention to what the teacher is saying and doesn't interrupt the progress of the class, both he and the others will learn more.

Problem VIII

Jerry, IQ of 140, enrolls in as many "snap" courses as possible in high school, and receives B's and C's with little effort. He tells his schoolmates, "Get wise. Don't kill yourself with homework. The school will have to graduate you when you are of age anyway."

29. Be firm with him in class; warn him that he will be graded in terms of how well he uses his ability.
30. Give him an opportunity to tell you about his way of looking at school and his feelings about it.
31. Ask the school psychologist to assume the responsibility for this problem.
32. Plan a more appropriate program for him, and urge him to adopt it.

Problem IX

During the past few weeks, the fourth graders have complained about losing pencils and erasers. Mary is discovered to be the culprit. She comes from a middle class family and is provided with more spending money than the average student.

33. Explain to Mary why the other students are annoyed about losing their possessions.
34. Tell her parents about her behavior, and let them deal with the problem as they see fit.
35. Warn Mary that she will be suspended the next time she steals.
36. Advise Mary to put her name on all of her own pencils and other supplies and to be careful not to take things which do not belong to her.

Problem X

In fourth grade spelling class, Mary volunteers to spell "Mississippi" but is mistaken. You correct her, and she becomes sullen. Later she is called on to spell "acrobat." Again she is mistaken, and you correct her. She then gives the impression of feeling "picked on" and of wanting to be left alone.

37. Warn her that you will request a conference with her parents if she does not improve her behavior.
38. Recommend that Mary ask her mother to drill her on her spelling lists so that she will be better prepared in class.
39. Ask Lily, Mary's sister, to help her to learn to accept correction.
40. Make a special effort to praise her whenever appropriate.

Problem XI

From childhood, John has been taking piano lessons. He continues his music lessons while following a heavy schedule concentrated on science in high school. His records indicate an IQ of 135 and practically a straight "A" average throughout high school. John has been auditioned by a noted piano teacher who believes him to be a very talented and promising musician. His parents think a music career is impractical and pressure John to become a doctor. John is undecided.

41. Leave it to John and his parents to decide.
42. Let John appraise the opportunities in both fields.
43. Suggest to John he continue his general education and postpone his decision as long as possible.
44. Help John to consider the pro's and con's of both alternatives in terms of his future satisfactions.

Problem XII

Harry is prolific in swearing and demonstrates his proficiency very readily. He wears his hair long and oily; he sports loud shirts and tight trousers. The girls say he is "fresh"; the teachers say he is uncouth.

45. Explain to him why some people object to his dress and behavior.
46. Strongly recommend to him that he watch his language and give him specific pointers on more socially acceptable dress and grooming.
47. Involve the class in a move to improve everyone's grooming.
48. Warn him he may be suspended for vulgarity.

Problem XIII

Michael is thirteen. His parents, itinerant farm laborers, have been forced by the juvenile authorities to keep him in school. He seems to be placed properly in terms of ability; but when assignments are given, Michael is often heard to complain, "Not that again!" He will also lay his head on the table although he does get enough sleep and rest. It is not uncommon to find "doodling" on his papers and other signs of boredom.

49. Advise him that he can find something interesting in every assignment if he looks for it.
50. Give him specific information about how his school work is related to life outside of school.
51. Give him special assignments designed to capture his interest.
52. Ask the class counselor to talk to Michael.

Problem XIV

Jane has marked her table with crayons several times. Each time she was reprimanded and asked to erase the marks. Today she has put pencil marks in a library book.

53. Try to explore her feelings about the school situation.
54. Take away all library privileges from Jane and ask her to erase the marks in her book as well as other library books.
55. Explain that school property is for everyone's use and that her parents had to help pay for it.
56. Tell Jane's parents about her behavior--leave it up to them to take whatever action they feel is appropriate.

Problem XV

A high school senior tells you that he will be applying for admission to a college of engineering. His parents are very pleased with his choice of career. They will take care of all his expenses even though it will mean tightening of the family budget, which is already quite limited. You know that his verbal ability is only average and that he has a "C" average in his math courses.

57. Help him to find specific information about a variety of occupations related to engineering.
58. Discuss with him his achievement record and help him formulate realistic goals.
59. Refer him to the college admissions director of a nearby engineering school for advice on this matter.
60. Try to arrange for summer employment in an engineering office where he will be able to learn first hand about the work of engineers.

Problem XVI

When, in a fit of anger, Clara shouted at Shelley, "You are stupid. You are ugly," Shelley burst into uncontrollable sobs. Later that day, Shelley beats on the table with her fists when she is not permitted to get a drink of water during class time. She is also known to throw tantrums when crossed.

61. Tell Shelley that she must learn to ignore certain other people and try not to be so sensitive and easily upset.
62. Explore with Shelley the feelings which lead to these outbursts.
63. Tell Shelley that if she cannot control herself, she should stay home.
64. Give special recognition to Shelley when she is able to hold back a remark when provoked or when she is able to maintain control when crossed.

Problem XVII

Almost every day Stephen asks his classmates, "Guess what I did today?" and proceeds to relate his latest escapade. He did not do his homework; he cut the branches from a tree in the school yard; he talked back to the English teacher, etc.

65. Try to help him discover other kinds of behavior which will provide satisfaction.
66. Explain the problem to his parents, and ask them to deal with it.
67. Tell Stephen about socially acceptable ways of gaining recognition and respect from his peers.
68. Keep him after school when he behaves this way.

Problem XVIII

Richard is brighter than the average student but does not enjoy academic subjects. He is somewhat interested in college, but his parents are unable to help him financially. He tells you his goal has long been to have his own business in the building trades.

69. Advise him that with his ability, he really should attend college, that he'll be further ahead in the long run.
70. Leave the problem to him and his parents.
71. Provide him with information about time requirements and the cost of several types of training (i.e., college, apprenticeships).
72. Arrange, with parents' permission, for him to work as a part-time helper in the building trades in order to help him learn the advantages and disadvantages of this work.

Problem XIX

Jerry usually arrives at school early but he keeps apart from the other students. Seldom is he seen conversing with anyone. He does not participate in group discussions in class, nor does he volunteer to answer questions posed in general to the class. Whenever the class divides into committees, he is last to be chosen.

73. Ask a cooperative, more mature student to help Jerry.
74. Suggest that he make friends with someone who has same interests as he.
75. Talk with him about his relations with other students to learn whether he feels lonely or unhappy.
76. Praise the persons who participate in group discussions and emphasize that mistakes are not penalized.

Problem XX

A new algebra formula has been introduced in class. Problems were worked on the board using the new formula. You assign some exercises for the students to work in class. Joan completes a few steps in the first problem and asks you to check it; then she proceeds to work a few more steps and again asks you to check. She finishes the problem and again waits for approval. This she did for all the problems, all of which she did correctly.

77. Explore with Joan the possible insecurities in her interpersonal relations, with a view to helping her achieve more self-confidence.
78. Praise Lisa for doing her work by herself.
79. Tell her that, although you would like to, you are unable to give her so much individual attention; that you must distribute your time among all students.
80. Be firm with her--tell her that she must stop interrupting so frequently for approval.

Problem XXII

Kenny always has a solemn face even when someone is telling jokes. On April Fool's Day, Tom told him that the principal wanted to see him. When he discovered it was a trick, he became very angry.

85. Help Kenny explore his feelings of sensitivity.
86. Encourage the class to have a proper sense of humor and to be able to laugh at themselves.
87. Tell Kenny that he should at least try to smile with the class so that they will identify him as one of them.
88. Explain to him that Tom was only kidding, that people differ in what they find humorous.

Problem XXIII

The class is very excited about a proposed field trip. Jackie listens quietly to the hubbub and then says, "I hope it will not rain that day." At a surprise birthday party given her by the class, she whispers to Nancy, "This is so nice. I am afraid to enjoy it too much. Besides, it will all be over so soon." She often appears sad.

89. Urge her that she should look at the bright side of life.
90. Arrange for her to participate more frequently in those activities she especially enjoys.
91. Get better acquainted with Jackie so as to be able to help her to discover, and plan more satisfying experiences.
92. Ask the school counselor to accept the responsibility for this case.

Problem XXIV

At least half the students in a college statistics course do not have the facility in basic math with which to grasp readily the subject matter. It is a required course for education majors.

93. Conduct review sessions for those students who are less well prepared.
94. Warn the students that unless they do remedial work in math, they are likely to fail.
95. Present an overview of the course, including a discussion of the math that is necessary to statistical procedures.
96. Advise the students to arrange their study schedule so that they will be able to keep abreast of the lectures.

Problem XXV

Monica, a tenth grade student, has an IQ of 85. Her compositions in English are correct grammatically but very simple; they usually consist of very short sentences. She is able to complete only one-third of her tests, even though she works diligently. The rest of the class is able, on the whole, to complete the tests within the allotted time.

97. Give her work that she will find interesting and is able to do successfully regardless of her grade level.
98. Let her know that if she does not meet the class standards, she may fail.
99. Request that she be transferred to a class where others have about the same level of ability as she.
100. Suggest that she try to work faster and do extra review at home.

Problem XXVI

Kelly always blushes and stammers when called upon to recite, although he always knows his material. He does not make suggestions in class or volunteer information. However, when he is with his close friends only, he talks freely and sometimes leads the conversation.

101. Explain to him that in general people are friendly and are not critical of mistakes.
102. Help him to discover more about the situations which make him bashful.
103. Encourage him to participate in small group discussions before calling upon him to recite singly.
104. Call upon him as you would anyone else in class; he must meet the same standards as they.

Problem XXVII

Stephen is ten years old but his physical growth is that of a well-developed thirteen-year old. He does not wait his turn in games and sets himself up as captain. At lunch time, he will take or demand cake or cookies from others. If anyone objects to his behavior or tells the teacher, he fights with him on his way home.

105. Ask him to help coach the less able children at play time.
106. Try to determine whether his behavior is the result of frustration, or rejection, or merely lack of awareness of how others see him.
107. "Bench" him during play time.
108. Ask Scott, an athletic sixth grader, to work with him.

Problem XXVIII

A tenth grade boy plays truant about once every other week. He lives alone with his father, a successful auto mechanic, who tells him, "School is for the birds. It is a waste of time. I am making a good living even though I never finished high school and never got good grades."

109. Help him to make some realistic plans for his own future.
110. Ask that this case be referred to the child welfare and attendance worker to do whatever seems warranted.
111. Urge that since he has the ability to do the work, he should take advantage of his opportunities and stop playing truant.
112. Keep him after school the day after each truancy.

Problem XXIX

Michael, eight years old, is doing better than average work. He is small for his age, and his social adjustment is only fair. At the end of the first semester in third grade, his parents want him accelerated to the fourth grade and state that they will help him with his school work if necessary. The school district has a yearly promotion policy and does not encourage acceleration as a rule.

113. Caution the parents that acceleration is not indicated at the moment, that in your judgment he should continue in third grade.
114. Explain to the parents what acceleration demands academically and emotionally.
115. Try to explore with the parents their reasons for wanting Michael to be promoted.
116. Warn the parents that if Michael is unable to adjust academically and socially to the acceleration, they will have to bear full responsibility.

Problem XXX

Although this is his fourth week in kindergarten, Raymond still weeps uncontrollably in class. However, he seems happy and will participate if his mother stays with him. But the minute she attempts to go home (he watches her constantly), he will cry loudly. She is unwilling to leave him, under these conditions.

117. Request that the parents keep him out of school until he is a little older.
118. Ask his mother to leave the room, and isolate Raymond until he stops crying.

119. Advise Raymond's mother that if she will go home and leave him in your hands, he will soon stop crying and learn to adjust.

120. Try to explain to Raymond that he is causing much sorrow to his parents and is being unfair to his classmates by disrupting the class.